



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

practice; but the ten thousand may stand or fall by the things which any high school teacher can teach.

Now we've preached enough for one while.

Pray for papers that (with apologies to Mr. Opdyke) are perfectly *punctuated* and perfectly *powergraphed*.

Four big C's are characteristic of good composition:

Correctness
 onciseness
 learnness
 haracter.

The boys and girls will like Will Shakespeare, if you make him and his plays come back to life. You can do it, too. Of course you won't have any Walter Hampdens or E. H. Sotherns in your casts, but you will have youthful enthusiasm, and your actors will learn Shakespeare as they never will in the old-fashioned method of merely studying the plays. Let them carry their books with them, and don't burden them by making them learn all the plays. The point is, get them to act. That is the way to make the drama live.

Short stories, novels and even narrative poetry may be improvised into plays which the boys and girls will enjoy acting. They will do the dramatizing themselves, if you want them to.

A friend of ours had members of her class in English, who were reading Macbeth, write the story of the murder of Banquo as it would appear in a typical American newspaper. Her results were gratifying. We pass it on.

How would you like to see this sign, "For sale: Mechanical correcting device for handling themes. Guaranteed to catch all the mistakes." We don't believe one has been invented yet. If any of our dear readers has one, please communicate with us, and receive a large commission.

Chorus of English teachers, who have just finished reading the "Minimum Essentials" found on another page of this issue, "Ain't We Got Fun?"

Have you tried the efficacy of the old-fashioned "spelling-bee" lately? It is not only fun, but really does teach spelling, especially when there are variations, such as having all the misspelled words assigned for further study and use in sentence exercises.

And now the conductor has about reached the end of his column and punched his last typewriter key.
 * * * We've seen physician's oaths, and school-master's oaths, but we've never yet seen an English teacher's oath. If we were going to compose one, it would go—and with this we'll close—something like this:

I swear by Woolley and "Brooks and Hubbard" and Long and Halleck and all the other savants and mentors of my art that I will keep this oath—to teach Good English, Pure English and nothing but English; to flunk all my pupils who can't write, spell or punctuate, to make every one of my pupils memorize "To Be Or Not to Be," "Breathes There a Man," and "The Quality of Mercy;" to teach infallibly and require rigorously all the dates in literature, and finally to require every pupil to write a poem about Spring before graduation. If I should fail to keep this oath, may I be forced to read the Encyclopedia Britannica.—A. C. H.

A REFERENCE LIBRARY FOR ENGLISH TEACHERS

By RICHARD THORNTON
 North Carolina College for Women

IT IS GENERALLY RECOGNIZED that every good teacher of English must keep informed concerning what is being done by other English teachers throughout the country, but the facilities for acquiring this information are often lacking. In order that North Carolina teachers of English might be brought into contact with the best that is being written and published on the various aspects of instruction in English, a group of North Carolina teachers, while students at Columbia University last summer, conceived the idea of gathering together into an easily circulated package library such material of this nature as might be readily obtained in bulletins, published reports and public documents, and of making this available. As a result, a special library of this literature has been prepared for circulation among teachers of English in North Carolina, and this may be secured easily through the State Library Commission, which has agreed to handle it.

This library will be divided into five packages, with special articles classified under the following heads: Grammar, Literature, Composition, High School Journalism and Dramatics. The library will include, in addition to these valuable documents gathered from sources throughout the United States, suggestions by the committee for courses of study, parallel reading courses, and other matters affecting North Carolina Schools.

The committee members who have thus given their time to this work and have achieved such splendid success are Miss Laura A. Tillett, Raleigh High School.

chairman; Miss Meta Eppler, Durham High School; Miss Jean Witherspoon, Fassifern School; Prof. Fred Morrison, Chapel Hill High School. Dr. Allan Abbott, of Columbia University, was of especial assistance to the committee, and placed his files at the disposal of the committee in their search for available material.

The pamphlets and bulletins already gathered constitute an impressive library on English teaching, but the committee will continue to enlarge it. The material so far collected deals with the many problems of English instruction today, especially in the high school. High school dramatics, the teaching of English grammar, the school magazine and newspaper, courses of study and minimum requirements, approaches to literature, the teaching of the drama, the novel, the short story and the magazine, the teaching of English composition, classroom aims and methods, and many other important topics are studied in these bulletins. The unusually valuable work already done by such organizations as the New England Association of English Teachers, the Illinois Association of English Teachers, and the various State and city boards of education have made possible a great part of this collection, while some of the material is taken from recent books and magazines, especially the *English Journal*.

Some of the many important bulletins and documents which have been gathered together already by Miss Tillet's committee follow. Others will be added from time to time and it is the desire of the committee that teachers send in suggestions for making the library more useful and more comprehensive.

Bulletins of the New England Association of Teachers of English:

Leaflet 97, March 1, 1912—The Study of Magazines, by W. W. Livingood, Shortridge High School, Indiana.

Leaflet 98, April 1, 1912—Experience Day.

Leaflet 31, March-April, 1905—Some Experiments in the Teaching of Composition.

Leaflet 112, November, 1913—Composition Teacher. A Dream Vision.

Volume 19, No. 158, December, 1918—An Effort to Secure Sincerity in Composition.

Bulletin 1917, No. 2—Department of the Interior, Bureau of Education. "Reorganization of English in Secondary Schools. Report by the National Joint Committee on English representing the Commission on the Reorganization of Secondary Education of the National Educational Association." J. F. Hasic, Chairman of Committee.

Volume 13, No. 1, October 1, 1920—Business English. A Revolution and an Experiment. (Illinois Association Teachers' English Bulletin, H. G. Paul, secretary.)

High School Series, No. 3—The Teaching of High School English, Second Edition, June, 1919. (Department of Public Instruction, New Jersey.)

English Bulletin—Course of Study in High School English, September, 1920. (Maryland State Department of Education.)

Course of Study for High Schools of Oregon, 1920-22. (Issued by State Department of Education, Salem, Ore.)

Bulletin No. 180—New England Association of English Teachers, May, 1921. The Short Story, the English Leaflet.

Bulletin No. 160, February, 1919—Preparing Seniors for Palgrave. (Illinois English Teachers' Association, H. G. Paul, Urbana): Contemporary Literature in the High Schools, the Study of the Novel, November, 1913; the Study of the Drama, April, 1916.

Articles concerned more especially with grammar are:

On the Teaching of English Grammar in High School in Its Relation to Effectiveness in English Composition. Bulletin Illinois Association of Teachers of English, February, 1921.

Should English Grammar Be Taught in High School? Bulletin of Association of English Teachers, Illinois, April, 1914.

Formal Grammar in High School. Same as above, March, 1914.

What Grammar Students Should Know When They Enter High School. Same as above, March, 1911.

Modern English Grammar. New England Association of English Teachers, January, 1919.

Articles concerned with High School Journalism are:

School Magazine and Newspaper. Clare Ewalt, English Leaflet, New England Association of English Teachers, June, 1919.

High School Journalism—Allan Abbott. *School Review*, December, 1910.

Articles concerned with dramatization:

High School Dramatics—Allan Abbott. *School Review*, February, 1909.

Dramatization of Literature—Its Use and Abuse. Walter Barnes, *Journal of Education*, January 15, 1920.

Group Playwriting—H. H. Hedges. *English Journal*, January, 1919.

The High School Play—W. H. Nicholas. *English Journal*, December, 1914.

The Production of Plays in High School—O. B. Sperlin. *English Journal*, March, 1916.

CORRELATION OF HIGH SCHOOL AND COLLEGE ENGLISH

The Problem of the National and the N. C. Council of English Teachers

By ALONZO C. HALL
The North Carolina College for Women

AT THE REGULAR MEETING of the N. E. A. in 1910 a few teachers interested primarily in English work met and organized a National Council of Teachers of English for the study and betterment of English conditions. The National Council has justified its birth; for through its influence most of the States have organized their own councils which, through affiliation with the National Council, have received a larger viewpoint toward English work as well as specific aid in solving English problems. With